DOCUMENT RESUME

ED 236 892 EC 165 115

TITLE	A Calendar of Activities for Parents of Handicapped Students, 1983-1984. Developmentally Young.
INSTITUTION	District of Columbia Public Schools, Washington, DC. Div. of Special Education and Pupil Personnel Services.
SPONS AGENCY	Mid-Atlantic Regional Resource Center, Washington, DC.
PUB DATE	[83]
CONTRACT	300-80-0718
NOTE	32p.; For related document, see EC 165 115-118. Small print.
AVAILABLE FROM	District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, 415 12th St., N.W., Washington, DC 20004 (while supply lasts).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Basic Skills; Cognitive Development; *Disabilities; *Family Involvement; Individual Development; *Learning Activities; Motor Development; Nonformal Education; Parent Child Relationship; Parent Materials; *Parent Participation; Parent School Relationship; Preschool Education; Sensory Experience; Skill Development; Supplementary Education
IDENTIFIERS	*District of Columbia Public Schools; Informal Education; PF Project

ABSTRACT

These activities for handicapped preschool children in the Washington, D.C. school district can be used by all parents interested in developing a structured home development program for their children. A calendar format offers daily activities ranging from brief discussions and exercises to day-long family excursions. Each month's activities cover a wide range of skills and learning objectives, including the following: motor skill development; learning the alphabet, numbers, and days; identifying objects, shapes, colors, and foods; and learning personal identifications such as phone number, address, and names of family members. A checklist for recording parent and child activities and a list of things to do in Washington supplement this guide. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED236892

A Calendar of Activities for Parents of Handicapped Students 1983-1984

Developmentally Young

District of Columbia Public Schools

EC165115

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

M. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Calendar of Activities For Parents of **Handicapped Students 1983–1984**

Developmentally Young

A CALENDAR OF ACTIVITIES FOR PARENTS OF HANDICAPPED STUDENTS

Dear Parents:

We have designed this calendar of activities for you and your son/daughter.* We feel that the development and success of your youngster in reaching his/her* maximum potential can be influenced by the home. Therefore, the activities in this calendar are designed to support the work that takes place in the daily classroom.

None of the activities requires expensive materials or much time. Most activities can be done in 5 or 10 minutes. However, there are suggested excursions for each month that the entire family can enjoy. These exercises will give both of you an opportunity to communicate with each other, provide practice for skills learned or taught, and help make education a meaningful experience for everyone.

Although this calendar was developed for parents of the handicapped it is recommended for use with non-handicapped students by parents who want to establish a structured home reenforcement program for their son/daughter.

Come get on board!

Doris A. Woodson
Assistant Superintendent

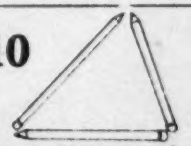
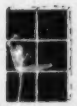
*This calendar has been developed for use with both boys and girls, Rather. than using son/daughter, he/she, s/he, his/her or similar language, references to your child's sex are alternated each month between male and female. Feel free to change it whenever necessary to fit your child.

Directions to the parent:

1. Hang the calendar in a room in your home where it can be seen daily.
2. Set aside 15 minutes each day when you can relax with no distractions.
3. Follow directions and complete activities scheduled for each day (Some activities in the calendar may not be for your child; for that day please go back and review an earlier activity.)
4. Be happy and enthusiastic.
5. Encourage him/her to do the best. Help him/her to be right.
6. BE PATIENT. Use praise.
7. Enjoy it!

(See inside back cover for a checklist and a list of fun things to do in Washington).

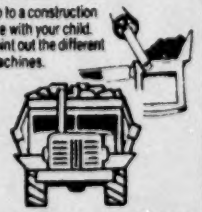
SEPTEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Visit the Air And Space Museum this month.	Take your child to a puppet theater this month. Discuss the show.		Try a bus ride with your child during September. Let your child sit next to the window.	**1** EDUCATION... is for all children.	**2** Ask your child to tell you the name of her teacher and a new friend.	**3** Have your child tell you the name of her teacher and three classmates/friends.
4 Show your child a picture of a person or a doll with an arm missing. Have her identify the missing part.	**5** LABOR DAY Place two pictures on the table of an adult and a child. Ask your child which is the mommy.	**6** Show your child a picture of a group of objects. Have her identify one of the objects in the picture.	**7** Put two objects on a table. Have your child tell you which is nearer and farther. Reverse the order.	**8** ROSH HASHANAH Ask your child to close her eyes. Have her name two objects that are in the room.	**9** Show your child three objects. Have her close her eyes. Remove one object. Ask her to identify which object was removed. Repeat using a different object.	**10**  Show your child a pattern made from pencils; e.g., triangle. Scramble the pencils and have her reproduce the pattern from memory.
11 Look up at the sky. Sing "Twinkle, twinkle, little star.	**12** Use a flashlight to make patterns of light. Encourage your child to focus on the light.	**13** Show your child pictures of family members. Have him identify each family member.	**14** Place five objects on the table—four the same and one different. Have your child show you which objects are alike and which is different.	**15** Place a group of objects of various sizes on a table in front of your child. Have your child show you the big and little objects.	**16** Teach your child how to play Tic-Tac-Toe.	**17** YOM KIPPUR Place ten objects of various sizes on a table. Guide your child through sorting them into containers for big, medium, and little objects.
18 Walk through your house with your child. Point to various objects (e.g., clock, cereal box) and have her label their shapes; i.e., a circle, square, or rectangle.	**19** Practice playing tic-tac-toe.	**20** Call your child's teacher. Ask the teacher how your child is doing.	**21** Place a pile of circles, triangles, and squares on a table. Have your child sort them into containers based on shape.	**22** Have your child match objects on the basis of color. Reds with reds, blues with blues, etc.	**23** Give your child a group of different colored items. Tell her to give you the red one—blue—green, etc.	**24** Hand your child a ball. Have her transfer it from hand to hand. Use a variety of objects.
25 Play a game of "hot potato" with your child using different objects.	**26** Place ten pegs in a pegboard. Ask your child to remove each peg using an index finger-thumb (pincer) grasp. Make a game out of doing this activity fast.	**27** Show your child how to place pegs in a pegboard. Ask your child to remove each peg using an index finger-thumb grip. Use an egg timer to encourage her to remove the pegs quickly.	**28**  Demonstrate how to stack blocks. Have a contest to see who can make the tallest tower.	**29** Give your child a variety of bottles with twist off caps. Have her remove the caps. Let her drop a peg in each bottle from which a cap was removed.	**30** Present the child with five bottles that have had the caps removed. Give her the caps and ask her to put them on the correct bottles.	VISIT YOUR CHILD'S SCHOOL.

OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Are Your Child's Immunizations Up To Date?	Get Involved In School, Join The PTA.			Visit The Library With Your Child.		**1** Show your child how to fold and crease paper. Give him different types of paper to crease. Demonstrate making a paper airplane.
2 Go on a leaf hunting expedition. Iron the leaves between pieces of wax paper.	**3** Present your child with mixed up stacking rings. Have him put the stack in the proper order. Start with two rings, then three, etc.	**4** Make a necklace by stringing large beads. Use smaller beads if your child is good at this.	**5** Show your child how to spread paste. Give him cut out shapes or magazine pictures to paste and make a collage.	**6** Demonstrate how to properly hold a pair of scissors. Practice cutting randomly, then cut along lines made on paper.	**7** In the bathtub show your child how to pour water from one container to another. Use large and small containers.	**8** Have your child imitate you using a pencil. Encourage him to draw lines within an area. Show him how to trace over dashes.
9 Encourage your child to make pictures and paintings. Have him color pictures in a coloring book. Praise him for staying within the lines.	**10** NO SCHOOL TODAY. RELAX! COLUMBUS DAY.	**11** Read a story to your child. Have him identify items in the pictures.	**12** Play "Tape Recorder". Have your child pretend to be a "tape recorder". Say a sentence and ask your child to repeat it. Say numbers and ask him to repeat them. Expand to two...three...	**13** Ask your child to tell you the missing word in a sentence. Example: The ___ barks. Use different sentences.	**14** Ask your child to tell you what word you are saying when you drop out a syllable. Example: _____ ketball.	**15** Blindfold your child. Have him identify various family members by the sound of their voices.
16 Construct an obstacle course making use of chairs, tables, desks, etc. Have your child climb over and through the course following your directions.	**17** Show your child a clock. Have him identify the second, minute and hour hands.	**18** Discuss loud and soft. Make sounds with different objects and have your child tell you if they are loud or soft.	**19** Show your child pictures of a cow, dog, and pig. Make a "moo, bark, or squeal" and have the child point to the picture that would make that sound.	**20** Play "sound" hide and seek. Find a hiding place and make a sound. See if your child can find you.	**21** Tell your child you are going on an object safari. "Shoot" each object after the child identifies it.	**22** Play a silly directions game. Hug your foot, wiggle your nose, stand on one foot.
23 Go through a catalogue with your child. Have her point to pictures of people and pictures of objects. **30** Practice jumping and hopping. Get the family together and have a race. Have a prize for the winner.	**24** Tell or read a story to your child. Ask him questions about the content. Praise him for correct answers. **31** TRICK OR TREAT?	**25** Place a piece of string on the floor. Have your child walk a tightrope.	**26** Have a contest to see who in the family can stand on one leg the longest.	**27** Practice identifying left and right. Play "car". Tell your child to make left and right turns.	**28** Walk up and down a set of steps with your child. Practice alternating feet.	**29** DON'T FORGET to set your clock back 1 hour. LET YOUR CHILD DO IT.

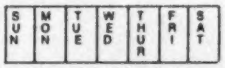
NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
READ!		**1** Play toss games where the child tries to throw a sponge (or any other safe object) into a trash can.	**2** Play a game of catch with your child. Encourage her to use an overhand motion to throw the ball back to you.	**3** Cut out various pictures from a magazine. Use primary scissors if necessary.	**4** Using a nerf ball, play a game of kickball. Involve your other children. Show her how you used to play "Kick the Can."	**5** Set up a "bowling alley." Have your child roll a small ball at empty cans, toilet paper, etc.
6 Review your child's knowledge of her name, address, and phone number.	**7** Listen to a song on the record player or the radio. Encourage your child to sing some of the words.	**8** Play SIMON SAYS using parts of the body; e.g., SIMON SAYS touch your nose.	**9** Act out an activity; e.g., eating, playing basketball. Have your child guess what you are doing.	**10** Continue work on name, address, phone number.	**11** Show your child different colored objects. Have her identify the objects by color; e.g., give me the blue block.	**12** Play SIMON SAYS using colors. SIMON SAYS pick up the red truck, etc.
13 B C D H J T Have your child repeat the sounds. Point to pictures that begin with these sounds. Let her say the names of the pictures.	**14** Have your child pretend she is lost. You play policeman. Ask her name, address, and phone number.	**15** Show your child circles, squares, and rectangles. Have her say the name of each of these as you hold them up.	**16** Cut shapes of △ ○ □ in the bottom of a shoe box. Turn the box over and have your child identify the colors and shapes and put them in the correct slot of the shoe box, e.g., "Where does the red triangle belong?"	**17** Ask your child to raise her hand when you say her correct name, address or phone number. Make up funny names, e.g., Joe Anteater.	**18** Talk about big and little. Stand next to your child. Ask her who is big and who is little. Show the child two toys of different sizes. Have her give you the big, then little toy.	**19** Show your child five different objects; e.g., radio, clock, dishwasher, etc. Ask her to describe the object; e.g., What is this used for? How does this work?
20 ONCE UPON A TIME... Read your child a simple story. Ask her to retell the story.	**21** Open your refrigerator and have your child identify the different foods. Allow her to taste some of the foods that she properly identifies.	**22** Take your child on an "EXPLORATION" through your house. As you ask her what certain things are have her tell you the proper name. Also tell her to "find" certain objects.	**23** Go through a magazine with your child. Ask her to identify various pictures.	**24** Review body parts. Ask your child to identify various body parts on a picture.	**25** Have your child help you prepare the family meal; e.g., mash potatos, etc.	**26** Read a story about the pilgrims to your child. Go over the main points.
27 Relax today. You deserve the rest.	**28** Work on the concepts of "mine" and "yours." Use two different candy bars. Have the child tell you which is "mine" and which is "yours". If the child is correct, reward her.	**29** Work on alike and different. Show the child groups of objects. Have her give you the different object. Use pictures in the same way as objects.	**30** Review "mine" and "yours" using a different set of objects.Isn't this school year going fast?	Go to a construction site with your child. Point out the different machines. 	Working Together Is Fun.	TALK to your child.

DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Take a tour of the local McDonald's.	Catch Your Child Being Good.		Share Your Time With Your Child.	**1** Have your child draw a picture. Get a frame for it and use it as a Christmas present.	**2** Review your child's name, address, and telephone number.	**3** Read a longer story than the last one. Have your child retell the story.
4 Have a talk with your child. Tell him some good things that he has been doing.	**5** Have your child assist you with setting the table.	**6** Buy a stained glass craft kit, the glass item of which you bake in an oven. Use the finished product as a Christmas gift.	**7** Show your child pictures of various objects. Then show him the real object. Have the child match the picture to the object.	**8** Watch a holiday T.V. program with your child.	**9** Play an "in, on, under, over" game. Tell your child to put a penny in the bank, under the bank, over the bank and on the bank. Use different objects. Keep score and reward your child.	**10** Play a game using the concepts through, around, in front of, behind, between, and beside. Use a Star Wars figure and spaceship. Tell him to have the character walk around, stand in front of, etc.
11 Use pieces of cloth, old clothes, a sock, buttons, yarn, etc., to let your child make interesting gifts for family members; e.g., bookmarks, puppets, doll clothes, planters, etc.	**12** Ask your child to tell you the names of his aunts and uncles; e.g., Uncle Joe.	**13** Give your child three familiar objects; e.g., block, ball, spoon. Tell him to line up the objects in a line with the spoon first, the block next, and the ball last. Vary the order of the objects.	**14** Have your child draw a picture and describe it to you.	**15** 1 2 3 4 5 Rote count to five with your child. Count five edible objects. Allow the child to eat the objects that he properly counts.	**16** Rote count to ten with your child. Count common objects in your house.	**17** Count the members of your family using a family picture.
18 Count the number of balls on a Christmas tree.	**19** Take your child to see the Christmas tree on the Ellipse.	**20** Have your child identify the colors of the lights on your Christmas tree or that of a neighbor.	**21** Show your child where the "Season's Greetings" cards are. Have him count them and talk about the various kinds of cards.	**22** Take a neighborhood walk and discuss or point out the various holiday decorations.	**23** Have a discussion about giving and receiving gifts. Discuss the proper responses to receiving a gift; e.g., Thank you, it's just what I wanted.	**24** Put the kids to bed early. Take care of last minute details.
25 CHRISTMAS. OPEN PRESENTS!	**26** Take some time and play with your child using one of his new toys.	**27** Ask your child to tell you the names of the members of his family. Tell the child about family structure; e.g., Aunt Mary is Daddy's sister. They were little together.	**28** Identify family members by sex with your child. Is your brother John a girl? Tell me who the boys are in our family.	**29** Watch a television program with your child. Talk about it after it ends.	**30** Walk through the house and have your child identify household furnishings. What is this? (sofa). What else is this called?	**31** HAPPY NEW YEAR! Get a sitter and paint the town.

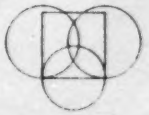
JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Explain the game of football to your child. Have her identify the different uniform colors.	**2** Look at household objects and have your child tell you what they are used for; e.g., What is this? (toaster) What do you do with it?	**3** Show your child pictures of various community workers such as policemen and firemen. Have her identify who they are.	**4** Present your child with pictures of tools that community workers use such as a gun (policeman), fire hose, etc. Have her identify these objects.	**5** Show your child pictures of different types of stores; e.g., supermarket, 7-11, hardware, etc. Ask her to tell you what can be bought in these stores.	**6** Discuss various kinds of transportation, such as boat, car, bus, etc. Ask your child what she thinks it would be like to travel on each of these vehicles.	**7** Have your child look at pictures of various farm animals. Have her name each picture.
8 Show your child pictures of various zoo animals. Have her identify them.	**9** Show your child pictures of zoo and farm animals. Have her tell you which are zoo and which are farm animals.	**10** Present your child with pictures of traffic lights, stop signs, etc. Have her identify each type of sign.	**11** Show your child the same pictures of traffic signs. Ask her what to do when she sees the sign. Play the game, "Red Light, Green Light".	**12** Have your child name each family member and identify them according to relationship, age, and sex. Play a "yes-no" game. Uncle Ed is old; Aunt Mary is a man.	**13** Ask your child to name the different rooms in your house. Tell the child to go to the basement, kitchen, etc.	**14** Ask your child, "Who picks up trash?" "Who puts out fires?" "Who captures bad guys?"
15 Have your child answer the following questions. What does a train travel on? What does a boat float on? What does a car drive on? Discuss the answers.	**16** Ask your child to name the different areas in her school; e.g., gym, cafeteria, etc.	**17** Have your child explain to you what activities take place in each of the different areas in her school.	**18**  Work on learning the days of the week.	**19** Have your child identify a traffic light. Discuss with her how to respond to each different color.	**20** Show your child a penny and a quarter. Have her give you the penny. Then have her give you the quarter.	**21** Review the days of the week. Try to encourage your child to memorize them.
22 Review traffic signals. Play Red Light; Green Light. Allow your child to be the leader.	**23** Review the days of the week.	**24** Take a walk with your child. When you get to a traffic light have her tell you when it is safe to cross.	**25** Play store with your child. Give your child some pennies and quarters. Ask the child if she wants to buy something and tell the child it will cost a penny. Have her give you the correct coin 1¢ 25¢	**26** Have your child identify which days she goes to school and which days are the weekend.	**27** Review days of the week.	**28** Have a discussion with your child about today's weather. Point out various weather conditions.
29 Ask your child what day it is. Have her tell you what day comes next and what day was yesterday.	**30** Talk about the four seasons. Discuss the weather conditions each season brings. Fall-Winter-Spring-Summer	**31** Discuss what type of clothing to wear for different types of weather.	Visit the White House some time this month.	Spend time with your child.	Go to the library and allow your child to pick out a book.	Talk to your child.

FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Working Together is Fun.			**1** Have your child guess whether or not the ground hog will see his shadow.	**2** Name the months of the year. Verbally rehearse them with your child.	**3** Review what a penny and quarter look like. Now introduce a dime. Have him give you each coin.	**4** Review the four seasons. Tell your child you are very hot. Ask him what season would it be? Tell him the flowers are beginning to bloom. What season would it be?
5 Review the months of the year. Sing the song: "30 days hath September, April, June and Novembe . . ."	**6** Demonstrate to your child how to put his coat on. Show the child how to take it off. Tell him that big boys and girls put on and take off their own coats.	**7** Work on putting on gloves, hats, mittens, scarfs, and boots. Stress independence.	**8** Ask your child to put on his pajama bottoms. Praise the child for being so grown up.	**9** Work on putting on a shirt independently. Start with polo (pajama) shirts.	**10** Loosen the laces on your child's shoes. Show him how to put his shoes on. Don't worry about tying. That will come later.	**11** Tonight work on zippers. Have your child zip up and zip down. Use pants and coat zippers.
12 Use an old pair of pants, etc. Practice snapping and unsnapping with your child.	**13** Review and practice putting on clothes.	**14** Have a dressing race. See who can put pants on the fastest. Shirts, Shoes, etc.	**15** Tonight work on buttoning and unbuttoning. Use shirts, coats, and sweaters.	**16** Review putting on socks and shoes.	**17** Make a pile of the family members' clothes. Have your child pick out his clothes from the pile.	**18** Tell your child it is very cold outside. Tell him to pick out appropriate clothes from the pile. Do the same activity for hot.
19 Tell your child he is in an undressing race. Use a watch to time the child. Stress speed. Make sure the child wins a prize.	**20** At mealtime demonstrate to your child the proper way to use a fork. Stress neatness.	**21** Show your child how to use a knife. Using a butter knife, have him cut soft things such as jello, eggs, etc. Stress safety.	**22** Tonight at dinner stress neatness. Demonstrate the proper way for your child to wipe his hands and face with a napkin. Encourage your family members to praise your child for neatness.	**23** Practice pouring liquids. First use a cream container and pour water from the container to a glass. If your child can do this, have him practice pouring milk from a quart container.	**24** After dinner have your child remove his plate, glass, and silverware. Use plastic if necessary. Have him identify each item as it is removed.	**25** Practice washing dishes. Make a lot of suds. Guide your child through rubbing the dishes. Make this fun.
26 Review and practice the use of the spoon and fork. Praise the child for proper use of these utensils.	**27** Show your child some candy and a book. Have him point to the one you can eat. Introduce other items. Quiz the child. Can you eat this?	**28** Show your child a Mr. Yuk label. Tell him this means poison. Have the child identify containers from which he shouldn't eat.	**29**			

MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Education...Is A Family Affair		Go to the therapeutic recreation center with your child.	Play games with your child.	**1** Have your child assist you with the dinner dishes. Provide less help than you previously provided.	**2** Review the purpose of the Mr. Yuk label.	**3** Say a sentence and omit an obvious word. "A dog has legs." Have your child tell you the missing word.
4 Say a word with many syllables. Omit a syllable and have your child fill in the proper sound. Televis ____ Lolli ____	**5** Dictate words to your daughter with a half second pause between each sound. Have the child say the whole word.	**6** Have members of your family go into another room. Each person should yell, "Who am I?" Allow your child to identify the person.	**7** Use different rhythm band instruments to make sounds. Have your daughter identify the instrument making the sound.	**8** Fill three glasses with different amounts of water. Strike each glass with a spoon. Have your child indicate which is the high/low sound.	**9** With your child facing away from you, make sounds with different objects; e.g., keys, coins, water pouring. Have her identify the object making the sound.	**10** Make pairs of sounds; e.g., clap and whistle, whistle and whistle. Have your child tell you if the pair is the same or different.
11 Gather pictures of farm animals. Give them to the child. Make a "moo" sound. Have your child hand you the picture of the cow. Use other sounds and pictures.	**12** Talk about rhyming words. Give examples. Mop-pop, hat-bat. Now give the child new pairs. Cat-sat, sock-fan. Ask if they rhyme.	**13** Watch a television show together and discuss the story.	**14** Say a word; e.g., hat. Show the child two pictures, e.g., hat and flower. Ask her to tell you which picture begins with the same sound as the word.	**15** Give the student a sound, e.g., "s". Now say three words; e.g., boy, cap, sun. Ask the child to identify which begins with "s." Use other sounds and words.	**16** Play a music game. Give your child a sound. Tell the child that every time she hears the sound she must freeze. Make it fun.	**17** Discuss with your child why people wear green on St. Patrick's Day.
18 Show the child five objects. Ask her to name each of the objects.	**19** Ask your child to repeat two random numbers; e.g., 7, 3. Add a number until she can repeat five numbers in a series.	**20** Play SIMON SAYS. For each direction use two actions; e.g., SIMON SAYS clap your hands and stomp your feet.	**21** Practice following complicated directions. Tell your child to go to the door, turn the handle, clap her hands, and then whistle. Make up silly directions.	**22** Tell your child, "When I say 'purple' I want you to clap your hands." Wait five minutes and say purple. Use other cues and actions.	**23** Read a short story. Ask your child questions. What happened first? Then what happened? Encourage sequencing.	**24** Have someone hide and make a sound. Allow your child to locate the person through searching for the sound.
25 Play your child's favorite record. Enjoy it with her.	**26** Discuss the day's events. Encourage your child to discuss the good things about the day.	**27** Once upon a time... Read a story to your child. Ask her to retell the story. Be very interested and full of praise.	**28**  Show this picture to your child. Have her find the square.	**29** Practice drawing shapes. Show your child a triangle and ask her to reproduce it.	**30** Work on circles and triangles and rectangles. Encourage neatness.	**31** Cut shapes out of sandpaper. Blindfold your child. Have the child feel the shape. Ask her to identify the shape.

APRIL

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Have your child build a tower of blocks. Tell him to add one more to it, then one more, etc.	**2** At dinner tonight emphasize the phrase "one more" when inviting the child to have "one more _____".	**3** Listen to soft and loud music. Have your child identify each one.	**4** Have your child spread his arms. Place objects of different weights on each arm. Have your child determine which is heaviest.	**5** Have a conversation about animals with your child. Ask him, "Which is heavier, a dog or an elephant?"	**6** Read a short story to your child and have him draw you a picture about it.	**7** Have your child touch sandpaper and satin. Ask him to identify which is rough and which is smooth.
8 Have your child feel wet and dry paint brushes. Have him tell you which is wet. Use other wet and dry materials.	**9** Place a piece of cotton and a rock in your child's hand. Have her tell you which is hard and which is soft.	**10** Make a collage with your child out of pictures of flowers. Tell him to paste "one more" flower on the picture.	**11** Gather several items from one room in your house. Have your child look at the items and tell in what room he thinks they would be found.	**12** 1-2-3-4-5 Rote count to five with your child.	**13** 1-2-3-4-5-6 Rote count to six with your child.	**14** 1-2-3-4-5-6-7 Rote count to seven with your child.
15 1-2-3-4-5-6-7-8 Rote count to eight with your child.	**16** 1-2-3-4-5-6-7-8-9 Rote count to nine with your child.	**17** 1-2-3-4-5-6-7-8-9-10 Rote count to ten with your child. Have your child recite to the rest of the family. PRAISE—PRAISE—PRAISE	**18** ABC Work on memorizing the alphabet. Take your time. Rome was not built in a day.	**19** ABCDEFG Continue to work on the alphabet.	**20** Show your child some words. Ask your child to identify some of the letters.	**21** ABCDEFGHIJK Keep working on the alphabet. Make it fun.
22 Review counting to ten. Make flashcards and have your child identify the numbers.	**23** ABCDEFGHIJK LMNOP Keep plugging away at the alphabet. Use Sesame Street alphabet records, if available.	**24** Make "individual alphabet letter flashcards" and have your child identify the letters.	**25** ABCDEFGHIJK LMNOPQRST Have your child close his eyes and say the alphabet. PRAISE — PRAISE — PRAISE.	**26** Give your child four objects. Ask him to give you back: one object; two objects; three objects; four objects.	**27** ABCDEFGHIJK LMNOPQRSTUV Begin to sing the ABC's.	**28** Take out cans from your cupboard. Have child count the different amou[illegible]ns.
29 ABCDEFGHIJKL MNOPQRSTUV WXYZ. Sing the rest of the ABC's. Have your child perform for the family.	**30** Watch a television show with your child. Discuss the content of the show.	EDUCATION . . . is everybody's business	Take a walk on the Mall and visit the monuments.	Ride metro to the airport and look at the airplanes.		

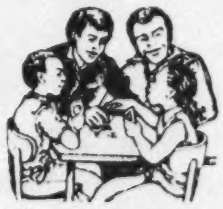
MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Go to the train station and look at the trains.		**1** Play catch with your child. Use a soft rubber ball.	**2** 1,2,3,4,5,6,7,8,9,10 Have your child sing the numbers 1-10 to the tune of "Mary Had a Little Lamb".	**3** Have your child make jello with you and then draw a picture of what you did.	**4** In a catalogue or book, have your child find the following page numbers: 2, 4, 5, 8.	**5** Place a familiar object in a paper bag. Have your child feel the object through the bag and guess what it is. Use different objects.
6 Work on tracing. Trace plates, saucers, cans, etc., and then coins and small objects.	**7** Spread out newspaper and lay down. Have your child trace around you.	**8** Continue to work on tracing. Use smaller and smaller objects as the child is ready.	**9** ABC Make "dash" letters like the ones above. Guide your child to trace over them. Be patient!	**10** BOB Make dash letters like the ones above forming your child's name. Help her trace. Hang her work in the kitchen.	**11** BOB Continue working on name tracing. Use fewer dashes.	**12** Give your child an outlined picture to color. Encourage her to stay within the lines.
13 Work with your child to begin to make the letters of her name without tracing. Don't make it a frustrating experience.	**14** Teach your child to play a game based on colors such as Candyland. Make it a family fun night.	**15** DEF Begin to work on tracing other letters.	**16** Continue to work on writing your child's name. It will be a source of pride to your child.	**17** Show your child three family members' names. Have her pick out her name. DAD, MOM, (the child's name).	**18** Say part of the alphabet, stopping in the middle. When you stop have your child tell you the next letter.	**19** Put one of your shoes next to your child's shoes. Have her tell you which is bigger and which is smaller.
20 Say several action words to your child—clap, hop, yell—and have her do the action.	**21** Count to five skipping number three. Have your child tell you which number is missing.	**22** Have a Candyland contest. Crown the winner.	**23** Tell a joke to your child. Try and get her to laugh.	**24** Give your child two blocks. Then give her one more. Ask the child how many he now has.	**25** Review name writing.	**26** In newspaper headlines, have your child find and cut out the letters that spell her name. Have your child glue these on paper and place on her bedroom door.
27 Read a short story to your child. Have her tell you what happened in the story.	**28** Give your child five marshmallows. Have her eat one and tell you how many are left.	**29** After eating supper, ask your child questions about the meal; e.g., What did you like best? What was in the stew? etc.	**30** Read this sentence to your child. "The dog barks at the boy." Ask her to draw a picture of the sentence.	**31** Have your child draw a shape. Tell her to make it become a monster.	Visit the National Capital Trolley Museum this month and take a ride on a trolley.	Make your child feel important!

JUNE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Visit the Smithsonian castle this month.	Take a walk through a hardware store. Point out the different tools.	Go to the library this month.	Investigate summer programs for your child.		**1** BOB JONES Quiz your child on his last name. Ask him, "Is your name _____?" Substitute silly names.	**2** JONES Use the "dash" method to help your child trace his last name.
3 Give your child some two-step directions. Ask him to listen and follow your directions. Ex: Pick up the paper and put it in the trash can.	**4** Work on writing the child's last name. Use fewer dashes.	**5** Review counting. Count the amount of eggs in the refrigerator. 1,2,3,4,5...	**6** Ask your child to tell about his happiest day.	**7** Let your child select what he will wear to school tomorrow. Ask him to identify each color.	**8** Have your child tell you the purpose of each room in the house. (What do you do in the kitchen?)	**9** BOB JONES Work on writing first and last names together.
10 Read a story to your child. Make it exciting.	**11** LOVE Give your child a big hug. Talk about what love is.	**12** Have your child count the amount of cookies contained in a small box.	**13** Allow your child to look at whatever is on T.V. Talk to him about good and bad shows.	**14** Give your child six toothpicks. Have him take two away and tell how many are left.	**15** Begin to read a story to your child. Ask him what the end of the story will be.	**16** ABC Say a letter of the alphabet for your child. Have him say the letter that comes next.
17 Write the ABCs on 3x5 cards. Place them in a bag. Have your child pick out ten letters and copy the letters on a piece of paper.	**18** Review writing first and last names. Quiz your child. Is your last name _____ or _____?	**19** Have your child draw three trees. Then have him draw two more. Ask your child how many trees there are.	**20** Have your child make up a story about an imaginary pet.	**21** Pop popcorn with your child. Have him count out ten pieces.	**22** Give your child two pieces of rope. Ask him which is longer and which is shorter.	**23** Ask your child to assist you with setting the table.
24 Work on teaching your child how to ride a bicycle, tricycle, or bigwheel, whichever is appropriate.	**25** Talk with your child about being a good friend or neighbor. Help him understand that the best way is to treat others as you would like to be treated.	**26** Spend some more time working on bicycle riding. PRAISE — PRAISE — PRAISE.	**27** Have your child draw four happy faces. Then have him draw two more. Ask your child how many faces there are.	**28** Exchange a joke with your child; e.g., What goes ha, ha, ha, thunk? A man laughing his head off.	**29** Provide your child with a large sheet of paper and crayons. Have him decorate it as a placemat. Have your child write her name on the mat.	**30** Hide a small treasure for your child. Send your child on a treasure hunt. Give directions. As he gets closer or farther from the treasure, say: "You are getting hotter. You are getting colder."

JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Practice tracing your child's address using the "dash" method.	**2** BOB JONES Review writing first and last names.	**3** Practice address writing. Reduce the amount of dashes.	**4** Listen to the loud booms from the fireworks. Laugh about the "thunder."	**5** Continue to practice writing your child's address.	**6** 1,2,3,4,5 . . . Review rote counting to ten. Count ten objects in the house.	**7** BOB JONES 322 Elm St. Practice writing your child's name and address together.
8 Have your child identify the numbers 0-9 on the telephone dial.	**9** Say random numbers from 0-9 and have your child dial each number on the telephone.	**10** Say the numbers that comprise your home telephone number. Have your child dial each number as you say it.	**11** Practice rote learning the first three numbers in your home telephone number with your child.	**12** 999-0 Practice rote learning the first four numbers in your home telephone number with your child.	**13** 999-00 Practice rote learning the first five numbers in your home telephone number with your child.	**14** 999-000 Practice rote learning the first six numbers in your home telephone number with your child. Make it fun. Have other family members help.
15 999-0000 Practice rote learning all seven numbers in your home telephone number with your child.	**16** Play a game called "I'm lost". Have your child pretend she is lost. Have her dial her home phone number.	**17** Have your child practice tracing her telephone number using the "dash" method.	**18** Continue practicing telephone number writing. PRAISE—PRAISE—PRAISE.	**19** Play a "remember the number" game with your child. Change a number in your telephone number or street number and ask what is wrong with the number.	**20** Continue telephone number writing practice.	**21** BOB JONES 322 Elm St. 999-0000 Practice writing name, address, and telephone number.
22 Ask your child, "What is your name, address, and phone number?" Have her recite the information.	**23** Watch your child ride her bike. Tell her to ride fast. Then slow.	**24** Write "I love you" on a note to your child. Have her count the letters in each word.	**25** Watch a family television show with your child. Talk about the show.	**26** Read a long story to your child. Encourage her to pay attention.	**27** Let your child assist you in preparing dinner.	**28** Ask your child to make up a story about herself.
29 Tell your child that you were lost today and could not remember your address. Ask her for help to remember your address.	**30** Have your child stand outside. Ask your child to describe how she feels and what she feels. (Comfortable, warm, hot, etc.)	**31** Visit a construction site this month with your child. Point out the different machines and what they do.	Play games with your child.			Take your child to see the July 4 fireworks display.

AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
This month go for a tour of the United States Mint.			**1** Play a board game (Trouble, Sorry, Chinese Checkers) with your child and help him count the moves made in each turn.	**2** Review with your child his name, address, and phone number.	**3** Show your child a picture from a magazine. Close the magazine and ask your child to describe the picture.	**4** Watch a T.V. program with your child. During the commercials ask him to state his name, address, and phone number.
5 + − Have your child tell you everything she likes and dislikes.	**6** Have your child count the number of keys on your keyring.	**7** Read a story to your child. Ask him questions about the story.	**8** Begin telling your child a story. Ask him how it would end.	**9** Find objects in your house that are in the shape of circles, triangles, and rectangles.	**10** Make alphabet soup and have your child identify the different letters before eating them.	**11** Begin working on letter sounds. Teach your child: **A—Apple—AAH**
12 **B—Ball—BUH**	**13** **C—Cow—CUH**	**14** **D—Dog—DUH**	**15** **E—Elephant—EH**	**16** **F—Feather—FUH**	**17** Review the six sounds with your child. Give him words like bank and ask him which letter it begins with.	**18** **G—Ghost—GUH**
19 **H—Horn—HUH**	**20** **I—Igloo—IH**	**21** **J—Jack-in-the-box—JUH**	**22** **K—Kite—KUH**	**23** **A-B-C-D-E-F-G-H-I-J-K** Review all of the sounds that you have learned.	**24** **L—Lamb—LUH**	**25** **M—Milk—MMM**
26 **N—Needle—NNN**	**27** **O—Octopus—AH**	**28** Review your sounds. Play sound games.	**29** Have a discussion with your child about the start of school.	**30** Enjoy a T.V. program with your child. During commercials review rote counting 1-10.	**31** Talk about the end of summer with your child.	READ TO YOUR CHILD.

Keep a checklist of the days that you work with your child.

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September																															
October																															
November																															
December																															
January																															
February																															
March																															
April																															
May																															
June																															
July																															
August																															

Fun Things to do in the Washington Metropolitan Area with Your Child

Air and Space Museum
History and Technology Museum
National History Museum
Hirshhorn Museum
Capital Children's Museum
National Aquarium (Commerce Building)
Baltimore Aquarium
Washington Monument
White House, East Wing
U.S. Capitol
Sports Events
Christmas Pageant of Peace (on the Ellipse)
McDonald's Farm (Oxon Hill, MD)
D.C. Therapeutic Recreation Center
Walt Disney Movies
Hardware Stores
Food Shopping
Shopping Malls
Tour McDonald's
U.S. Mint
Bowling Alley
Choir Recital
Pony Ride
F.B.I. Building
Ride on Metrobus or Train
Explore Department Stores
Bookstores
Your Place of Employment
Construction Projects
Greenhouse Visit
Train Station
Watch a Parade
Go to the Library
Walk on the Waterfront
Go to a Restaurant
National Zoological Park
Sledding
Picnic
Hiking
Wild World, Largo, MD
Wheaton Regional Park
Watkins Regional Park
Pierce Mill, Rock Creek Park
National Arboretum
National Botanical Gardens
Nature Center, Rock Creek Park
D.C. Convention Center

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

Wilbur A. Millard
Associate Superintendent
Office for Special Services and State Affairs

Doris A. Woodson
Assistant Superintendent
Division of Special Education and Pupil Personnel Services

BOARD OF EDUCATION

R. David Eaton, President
Nathaniel Bush, Vice President
Bettie G. Benjamin
Linda W. Cropp
R. Calvin Lockridge
R. David Hall
Eugene Kinlow
Barbara Lett Simmons
Wanda Washburn
John E. Warren
Tanya Turner (Student Representative)

This calendar was developed by the State Resources and Support Branch, Division of Special Education and Pupil Personnel Services, and supported by the Mid-Atlantic Regional Resource Center, George Washington University (under Department of Education contract 300-80-0718).

The idea for this calendar was borrowed from a similar calendar produced by the Louisiana Department of Education.